



# Model Curriculum

**QP Name: Artisanal Fruit Wine Maker**

**QP Code: FIC/Q0201**

**QP Version: 1.0**

**NSQF Level: 5**

**Model Curriculum Version: 1.0**

Food Industry Capacity and Skill Initiative (FICSI)  
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## Training Parameters

<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Fruits and Vegetables
<b>Occupation</b>	Processing-Fruits and Vegetables
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	1. Class 12th passed in science stream 2. Class 10th passed and 2 years course in relevant stream 3. Class 10th passed and 2 years of relevant experience 4. Class 10th Pass and 2 years of ITI
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	19 years
<b>Last Reviewed On</b>	31/05/2021
<b>Next Review Date</b>	31/05/2024
<b>NSQC Approval Date</b>	
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	31/05/2021
<b>Model Curriculum Valid Up to Date</b>	31/05/2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	400 Hours
<b>Maximum Duration of the Course</b>	400 Hours

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the participants will be able to:

- Perform various tasks to prepare for fruit wine production
- Carry out various activities to produce different types of fruit wine
- Follow standard procedures to ensure food safety
- Apply necessary health and safety practices to ensure workplace health and safety
- Work effectively with others
- Use resources at the workplace optimally

### Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>04:00</b>	<b>00:00</b>	<b>00:00</b>	<b>00:00</b>	<b>04:00</b>
Module 1: Introduction to Food Processing Sector and the Job of 'Artisanal Fruit Wine Maker'	04:00	00:00	00:00	00:00	04:00
<b>FIC/N9905 – Establish Facilities for Artisanal Food Production</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 5</b>	<b>50:00</b>	<b>64:00</b>	<b>00:00</b>	<b>00:00</b>	<b>114:00</b>
Module 2: Comply with Legislative Guidelines for a Production Facility	16:00	06:00	00:00	00:00	22:00
Module 3: Develop Recipes for Artisanal Production	08:00	16:00	00:00	00:00	24:00
Module 4: Selection of vendors for obtaining materials	02:00	02:00	00:00	00:00	04:00
Module 5: Perform entrepreneurial activities	24:00	40:00	00:00	00:00	64:00
<b>FIC/N0201 – Prepare for Fruit Wine Production</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 5</b>	<b>24:00</b>	<b>32:00</b>	<b>00:00</b>	<b>00:00</b>	<b>56:00</b>
Module 6: Preparation for Fruit Wine Production	24:00	32:00	00:00	00:00	56:00
<b>FIC/N0202 Produce Fruit Wines</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 5</b>	<b>44:00</b>	<b>88:00</b>	<b>00:00</b>	<b>00:00</b>	<b>132:00</b>

Module 7: Fruit Preparation and Extraction of Fruit Juice for Wine Production	16:00	24:00	00:00	00:00	40:00
Module 8: Fermentation and Clarification of the Fruit Wine	12:00	24:00	00:00	00:00	36:00
Module 9 : Aging of Fruit Wine	08:00	16:00	00:00	00:00	24:00
Module 10: Packaging, Storing and Dispatching Fruit Wine	08:00	24:00	00:00	00:00	32:00
<b>FIC/N9904 – Ensure Food Safety at the Workplace</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 5</b>	<b>08:00</b>	<b>08:00</b>	<b>00:00</b>	<b>00:00</b>	<b>16:00</b>
Module 11: Basic Food Safety Standards	08:00	08:00	00:00	00:00	16:00
<b>FIC/N9903 – Ensure Workplace Health and Safety</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 5</b>	<b>10:00</b>	<b>16:00</b>	<b>00:00</b>	<b>00:00</b>	<b>26:00</b>
Module 12: Follow Preventive Measures to avoid Accidents	02:00	04:00	00:00	00:00	06:00
Module 13: Manage Workplace Emergencies	04:00	08:00	00:00	00:00	12:00
Module 14: Manage Infection Control	04:00	04:00	00:00	00:00	08:00
<b>FIC/N9902 – Work Effectively in an Organization</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>08:00</b>	<b>08:00</b>	<b>00:00</b>	<b>00:00</b>	<b>16:00</b>
Module 15: Working Effectively in an Organization	08:00	08:00	00:00	00:00	16:00
<b>SGJ/N1702 – Optimize Resource Utilization at the Workplace</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>12:00</b>	<b>24:00</b>	<b>00:00</b>	<b>00:00</b>	<b>36:00</b>
Module 16: Material Conservation	04:00	08:00	00:00	00:00	12:00
Module 17: Energy/Electricity Conservation	04:00	08:00	00:00	00:00	12:00
Module 18: Waste Management Recycling	04:00	08:00	00:00	00:00	12:00
<b>Total Duration</b>	<b>160:00</b>	<b>240:00</b>	<b>00:00</b>	<b>00:00</b>	<b>400:00</b>

## Module Details

### Module 1: Introduction to Food Processing Sector and the Job of 'Artisanal Fruit Wine Maker'

#### Bridge Module

#### Terminal Outcomes:

- Describe the food processing industry and its sub-sectors in brief
- Discuss the roles and responsibilities of an Artisanal Fruit Wine Maker

<b>Duration:</b> 04:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss about the food processing industry and fruits and vegetables sub-sector in brief</li> <li>• Discuss the career opportunities available to an artisanal fruit wine maker in the food processing industry</li> <li>• Explain the terminologies used in the process of artisanal fruit winemaking</li> <li>• List the sequence of operations to be performed in the job</li> <li>• List the various types of fruit wines that are produced in the market</li> <li>• Discuss the future of fruit wine making industry in India</li> </ul>	
<b>Classroom Aids:</b>	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
<b>Tools, Equipment, and Other Requirements</b>	
Nil	

## Module 2: Comply with Legislative Guidelines for a Production Facility

### Mapped to FIC/N9905 v 1.0

#### Terminal Outcomes:

- Describe various legislative guidelines for a production facility
- Apply appropriate practices to establish the standard procedure for the setting up production facility

<b>Duration:</b> 16:00	<b>Duration:</b> 06:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Outline the various legislations, regulations, and standards including FSSAI guidelines to be followed to produce artisanal product</li> <li>• State the importance of analysing and investigating the purpose and intent of legislation related to various factors</li> <li>• List the authorities responsible for administering legislation for setting up a food processing facility</li> <li>• Outline the procedure and importance of site inspections, reporting variances, and obtaining legislative approvals</li> <li>• List the material, manpower and equipment requirements for setting up a production facility</li> <li>• State the significance of obtaining the accurate information from designated personnel in various recorded forms, like checklists, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to assess workplace and food safety systems to determine compliance as per production needs</li> <li>• Employ appropriate practices to establish standard procedures to ensure compliance with legal requirements</li> <li>• Apply appropriate practices to identify and report non-compliance with the legislative guidelines to the concerned authority</li> <li>• Show how to update all the relevant document for future reference</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook, etc.	
<b>Tools, Equipment, and Other Requirements</b>	
Sample legislative guidelines, Various materials and equipment, etc.	

## Module 3: Develop Recipes for Artisanal Production

*Mapped to FIC/N9905 v 1.0*

### Terminal Outcomes:

- Describe the procedure to develop new recipes for artisanal production
- Demonstrate how to calculate the estimated cost, final product cost and fix the unit price of the product

<b>Duration:</b> 08:00	<b>Duration:</b> 16:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List various ingredients used in different recipes of artisanal production</li> <li>• Describe various ways to upgrade the existing recipes and developing new ones</li> <li>• Outline the importance of conceptualizing new ideas and experimenting with various combinations of old and new ingredients to develop new products</li> <li>• Discuss various types of cost optimization techniques that can be used in the job</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate practices to formulate recipes and methodologies in accordance with customer needs and product types</li> <li>• Apply appropriate practices to experiment with new and existing methods of production to develop new production methods for a variety of products</li> <li>• Employ appropriate practices to evaluate the quality of production methods to validate and standardize the best product formulation method</li> <li>• Apply appropriate practices to estimate the costs to be incurred for producing the required product as per equipment capacity, material usage, processing, transport, distribution, etc.</li> <li>• Demonstrate how to calculate the cost of the final product and fix the unit price of the product as per standard</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook	
<b>Tools, Equipment, and Other Requirements</b>	
Sample artisanal recipes, Sample standard operating procedure	



## Module 4: Selection of vendors for obtaining materials

*Mapped to FIC/N9905 v 1.0*

### Terminal Outcomes:

- Describe the procedure to select the vendor for obtaining required materials and equipment
- Apply appropriate practices to maintain material records, equipment manuals, manufacturer's instruction, etc.

<b>Duration:</b> 02:00	<b>Duration:</b> 02:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the importance of identifying the equipment and materials to be procured before setting up a production facility</li> <li>• Discuss the procedure to inspect the quality of the procured material and equipment</li> <li>• Outline the applicability and capacity of various equipment used in artisanal production</li> <li>• Discuss the key considerations in vendor management</li> <li>• Discuss the standard procedure for reporting and documentation pertaining to production facility</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to identify and select vendors for sourcing raw materials, packaging materials, and equipment for production</li> <li>• Employ appropriate inspection methods to check and verify the quality of materials received from the vendors as per standards</li> <li>• Show how to maintain various material records and other documents such as equipment manuals, manufacturers' instructions, etc.</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook	
<b>Tools, Equipment, and Other Requirements</b>	
Sample standard operating procedure, Raw material and equipment, etc.	

## Module 5: Perform entrepreneurial activities

### Mapped to FIC/N9905 v 1.0

#### Terminal Outcomes:

- Discuss the requirements for expanding businesses
- Use digital and financial literacy to expand businesses and generate opportunities

Duration: 24:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss own strengths and weaknesses and analyse the gaps to ensure continuous improvement.</li> <li>• Discuss the measures to be undertaken to utilise time effectively thereby achieving maximum productivity.</li> <li>• List the characteristics of innovative individuals</li> <li>• List the traits of effective time managers</li> <li>• Discuss tips for stress management</li> <li>• Discuss how to manage an enterprise</li> <li>• Describe how to plan effective strategies for solving problems and improving work culture within the team.</li> <li>• List the various types of digital marketing techniques.</li> <li>• Discuss the types and importance of e-commerce in promoting businesses.</li> <li>• List the various types of online banking services being used widely.</li> <li>• List the elements of a proposal to attract future business opportunities and prospective clients.</li> <li>• Explain how to conduct entrepreneurial programs to identify business opportunities, generate employment and increase clientele.</li> <li>• Understand the make in India campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to analyse a situation to identify gaps for improving the work process.</li> <li>• Demonstrate the procedure to plan the time taken to perform various tasks effectively.</li> <li>• Describe how market research is carried out</li> <li>• Role play the characteristics of an effective entrepreneur and leader</li> <li>• Demonstrate the procedure to apply for bank finances</li> <li>• Demonstrate on how to identify new business opportunities</li> <li>• Prepare a business plan and Detailed Project report (DPR)</li> <li>• Prepare a sample plan to solve problems and improve productivity at the workplace.</li> <li>• Demonstrate the procedure to operate a computer for digital marketing, e-commerce, branding, etc.</li> <li>• Show how to use services such as NEFT, IMPS, UPI, RTGS for online banking.</li> <li>• Prepare a detailed sample report consisting of information such as future investments, forecasting, business expansion, etc.</li> <li>• Demonstrate the procedure to conduct an entrepreneurial program for exploring business opportunities and increasing the clientele.</li> <li>• Demonstrate how you will sell a product or service on an e-commerce platform with integration of payment gateway</li> <li>• Demonstrate a case study of a successful entrepreneur.</li> </ul>

**Classroom Aids:**

Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook

**Tools, Equipment, and Other Requirements**

Sample standard operating procedure.

## Module 6: Preparation for Fruit Wine Production

### Mapped to FIC/N0201 v 1.0

#### Terminal Outcomes:

- List the steps to prepare for fruit wine production
- Demonstrate standard procedures to fix faults in the tools and equipment to be used for fruit wine production

Duration: 24:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the standard policies, procedures to be followed while obtaining the materials, handling hazards, and maintaining the production equipment</li> <li>• Discuss the standard practices that are followed to obtain various requirements such as order, quantity, and type of fruit wine to be produced from respective sources, such as customers, enterprises, etc.</li> <li>• List various types of raw materials required for fruit wine production</li> <li>• Discuss various types of products (such as variety of fruit wines) and the process to obtain them</li> <li>• Recall the factors involved in estimating the material and manpower requirements for wine production</li> <li>• Explain how to plan the batch size and machine utilization for wine production</li> <li>• List the tools and equipment used for fruit wine production and the ways to inspect them</li> <li>• Elaborate the procedure to check the quality of fruits, ingredients, and various materials (raw materials and packaging materials) used in fruit wine production</li> <li>• List various types of faults that can occur to the tools, equipment, and machinery used in the process</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare sample estimates for material and manpower requirements as per the type of fruit wine being produced</li> <li>• Apply appropriate practices to plan the batch size of fruit wine based on the production order and machine capacity</li> <li>• Show how to assemble the materials (such as fruits, nylon straining bag, fermentation barrel, hydrometer, etc.) required for fruit wine production</li> <li>• Employ appropriate practices to inspect the fruits, raw materials, tools, equipment, etc. thoroughly for desired quality and quantity</li> <li>• Demonstrate the procedure to fix faults in the damaged tools and equipment safely</li> <li>• Show how to replace or discard tools, equipment and materials declared unfit to be used for production</li> <li>• Demonstrate the procedure to clean the tools, equipment and materials to be used for the wine production</li> </ul>

<ul style="list-style-type: none"> <li>• Identify the cleaning agents and tools that are used for the upkeep of the production machinery</li> <li>• State the significance of adhering to the manufacturers' instructions and machine specifications for fruit wine production</li> <li>• State the significance of verifying the quality of production materials by referring to the lab reports</li> <li>• Elaborate the types of probable defects observed in fruits, raw materials, and packaging materials, and the procedure to replace and discard the materials unfit for production</li> <li>• State the importance of maintaining a tidy and a safe workplace</li> </ul>	
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook, and Related Standard Operating Procedures	
<b>Tools, Equipment, and Other Requirements</b>	
Various tools and equipment (such as Bottling machine, Pasteurizer, Cutter, etc.), Pictures of fruits to be used as raw materials, Required ingredients, brushes, cleaning chemicals etc., Fermenter, Strainer, Fruit crusher, wine corks, hydrometer, etc.	

## Module 7: Fruit Preparation and Extraction of Fruit Juice for Wine Production

*Mapped to FIC/N0202 v 1.0*

### Terminal Outcomes:

- Discuss the procedure to be followed for extraction of fruit juice
- Demonstrate the steps to be performed for extracting fruit juice for wine production

Duration: 16:00	Duration: 24:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the procedure to maintain the tools, equipment and materials used for fruit wine production</li> <li>• Describe the significance and methods of measuring the parameters such as sugar content, pH, acidity, etc. of the fruits</li> <li>• Explain methods of washing the fruits for wine production</li> <li>• List different signs of damaged fruits and techniques used to inspect them</li> <li>• Discuss the process of fermentation and steps followed for fermenting fruits for wine production</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to measure the sugar content, pH (potential of hydrogen), and acidity of the fruit using scientific markers</li> <li>• Demonstrate the steps to be followed for preparing the fruits for fruit wine production etc.</li> <li>• Employ appropriate inspection methods to remove damaged, blemished, bruised, rotten fruits and unwanted materials while sorting</li> <li>• Show how to dispose of waste and unwanted materials safely at the workplace</li> <li>• Demonstrate the procedure to remove pith and seeds as well as the stem (for apple, pear, etc.)</li> <li>• Show how to transfer the fruits to the juice extractor (or fruit mills depending on the types of fruits)</li> <li>• Show how to collect the fruit juice through the discharge outlet</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Operating pumps, Conveyors, Agitator; etc. for washing the fruits, Washing tank, Washing line conveyor, Fruit extractor or rotary press machine, Pneumatic press, Macerator, refractometer, Ph meter and titration set up.	

## Module 8: Fermentation and Clarification of the Fruit Wine

*Mapped to FIC/N0202 v 1.0*

### Terminal Outcomes:

- Describe the process of fermentation and clarification in wine production
- Perform stability tests required during clarification of wine
- Perform wine filtration and pasteurization appropriately

<b>Duration: 12:00</b>	<b>Duration: 24:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the necessary instruments used for monitoring the status of the fermented mixture</li> <li>• State the significance of adding appropriate amount of yeast and setting appropriate temperature for cooling for fermentation</li> <li>• Discuss the process of clarification of wine</li> <li>• List the tests performed during clarification</li> <li>• Discuss the types of clarifying or fining agents like proteins(gelatine), polysaccharides(starch), synthetic polymer, etc. used for removing or reducing undesirable constituents like dead yeast cell, tannin, etc. from the fermented fruit wine</li> <li>• Explain the process of wine filtration and techniques used for carrying out filtration of fruit wine</li> <li>• List the materials used for carrying out filtration of fruit wine</li> <li>• Define pasteurization process</li> <li>• Discuss the temperature requirements for wine refinement</li> <li>• State the importance of keeping the TA (Titratable Acid) within permissible limits</li> <li>• State the importance of performing relevant tests to check the stability of the wine after the maturation process,</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to transfer juice (must) from the barrels for the fermentation process appropriately</li> <li>• Demonstrate the use of various instruments such as pH meter, refractometer, hydrometer, etc. for examining parameters such as alcoholic content, pH, etc. to monitor the status of mixture in the tank</li> <li>• Show how to transfer wine in a clean barrel for secondary/MLF (Malolactic Fermentation) and check the concentration of titratable acid</li> <li>• Apply suitable practices to control the release of carbon dioxide during fermentation process</li> <li>• Employ appropriate techniques to remove or reduce the concentration of undesirable constituents like dead yeast cells, tannins, etc. using the clarifying/fining agents like proteins, starch, synthetic polymers etc. for the clarification/maturation process</li> <li>• Perform tests (such as degree brix, pH, microbial analysis, etc.) to check the stability of wine after maturation process</li> <li>• Demonstrate the procedure to carry out wine filtration and pasteurization</li> </ul>

such as degree brix, pH, microbial analysis, etc. in the process	
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Steel tanks or oak barrels, Yeast, PH meter, Refractometer, Hydrometer, Titration set up, Fermenter, Pasteurizer, Malolactic Bacteria, Wine strainers and filters.	



## Module 9: Aging of Fruit Wine

*Mapped to FIC/N0202 v 1.0*

### Terminal Outcomes:

- Discuss the tasks to be performed for aging the fruit wine

<b>Duration:</b> 08:00	<b>Duration:</b> 16:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the optimal conditions to be ensured in the wine cellar for appropriate aging of the wine</li> <li>• Elaborate the process of tasting and chemical analysis to identify the stage of fruit wine maturation</li> <li>• State the importance of racking for clarification and stabilization of fruit wine</li> <li>• Define reverse osmosis and distillation process</li> <li>• Explain the procedure to be followed to test the fruit wine for microbial contamination and confirm suitability for packaging</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedure to store wine produced for aging in the designated containers appropriately</li> <li>• Show how to determine the stage of maturation by tasting and performing chemical analysis</li> <li>• Demonstrate the procedure to rack the wine for clarification and stabilisation</li> <li>• Demonstrate the techniques used to carry out reverse osmosis and distillation process required for alcohol content removal from fruit wine</li> <li>• Apply suitable methods to test the matured fruit wine for microbial contamination and ascertain suitability for packaging</li> <li>• Apply appropriate inspection methods to check discrepancies in fruit wine production</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Oak barrels, Containers, Sulphur dioxide test kits, alcohol distillation equipment, Cork or screw cap in tin capsules, Sample packages, Sample Raw materials, packaging material, and finished products in the wine making industry, etc.	

## Module 10: Packaging, Storing and Dispatching Fruit Wine

*Mapped to FIC/N0202 v 1.0*

### Terminal Outcomes:

- Discuss the standard packaging and labelling procedure used for fruit wine
- Demonstrate the standard procedure used to store fruit wine safely
- Apply appropriate practices to record necessary information

<b>Duration:</b> 08:00	<b>Duration:</b> 24:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Elaborate the standard industrial practices used for storing, packing, and labelling fruit wine.</li> <li>• List the materials used in the work process</li> <li>• State the importance of coordinating with the vendors for fruit wine transportation and delivery (KU24)</li> <li>• Explain the standard procedure for inspecting the loaded vehicle for the presence of undesirable materials while dispatching the fruit wine</li> <li>• State the importance of delivery note in the dispatch process (KU26)</li> <li>• Outline the significance of communicating the delivery instructions to the designated vendor accurately</li> <li>• List the instances that need to be reported to the concerned personnel and the methods used for reporting accurately</li> <li>• State the importance of checking the quality and quantity of packaged wine loaded in the vehicle by referring to the delivery documents</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to store the produced fruit wine in optimal conditions</li> <li>• Apply appropriate practices for packing and labelling the matured fruit wine</li> <li>• Show how to palletize the cases and move the packaged wine to the designated place safely</li> <li>• Prepare sample reports consisting of information such as raw materials, vendor/supplier, packaging materials, product details, production sequence, equipment, production plan with details, process details, types of fruit wines produced, finished products, deviations in production process, etc.</li> <li>• Apply standard practices to store and maintain the tools, equipment and materials used for fruit wine production at designated places safely</li> <li>• Demonstrate how to inspect the loading vehicle to ascertain safe conditions for transportation</li> <li>• Show how to load the packaged fruit wine in the goods carrying vehicle safely</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Sample packages, Sample Raw materials, packaging material and finished products in the wine making industry, Sample delivery note, etc.	

## Module 11: Basic Food Safety Standards

### Mapped to FIC/N9904 v 1.0

#### Terminal Outcomes:

- Explain the various food safety standards to be followed during the production process
- Prepare sample reports regarding food safety regulations, inspections, faults observation, etc.

<b>Duration:</b> 08:00	<b>Duration:</b> 08:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the types of biological, chemical and physical hazards present in the food processing industry</li> <li>• Discuss various types of food contaminations, their causes, and ways to prevent them</li> <li>• Discuss the importance of following the standard procedures for ensuring food safety)</li> <li>• State the importance of ensuring that the materials (such as raw materials, processed materials, finished goods, etc.) are adequately isolated to prevent them from contamination</li> <li>• Outline the standard regulations to be followed for ensuring food safety as listed in 'The Food Safety and Standards Act, 2006 that need to be followed during fruit wine production</li> <li>• Discuss the role of HACCP, VACCP and TACCP as well as procedures to implement these in the food industry</li> <li>• Discuss about product information and consumer awareness, product recall and withdrawal, and traceability</li> <li>• Explain the procedure to conduct workplace food safety audits</li> <li>• Discuss various types of allergens and their management at the workplace</li> <li>• Discuss the corrective measures to be applied to ensure food safety</li> <li>• List various issues that can arise during food production and other processes</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to identify various biological, chemical, and physical hazards at various stages (procurement of raw material; production, manufacturing, distribution, delivery of finished product, etc.) of food processing</li> <li>• Employ appropriate practices to implement food safety procedures and regulatory policies at the workplace</li> <li>• Employ appropriate practices to establish and follow Good Manufacturing Practices (GMPs) related to ergonomics, cleaning and sanitation, equipment and containers, pest control, facilities, food storage, transportation, distribution etc.</li> <li>• Demonstrate the procedure followed for allergen management and handling and storage of raw materials</li> <li>• Apply appropriate practices to establish and follow monitoring systems, like Hazard Analysis Critical Control Point (HACCP)</li> <li>• Apply relevant practices to take appropriate action in instances such as VACCP (Vulnerability Assessment Critical Control Points) and TACCP (Threat Assessment Critical Control Points)</li> <li>• Apply appropriate practices to plan and execute an audit on food safety address the non-conformance with root cause analysis (RCA), and take</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the procedure of performing root cause analysis and taking corrective and preventive actions against workplace problems</li> <li>• State the significance of training the team members regarding various food safety procedures such as GMP, HACCP, etc.</li> <li>• List the information to be recorded in the work process</li> </ul>	<p>corrective action preventive action (CAPA)</p> <ul style="list-style-type: none"> <li>• Role play a situation on how to address issues pertaining to food safety and quality reported by the team members</li> <li>• Prepare sample reports for food safety regulations followed, inspections done, faults observed, etc.</li> <li>• Dramatize a situation on how to organize training and workshops on food safety aspects such as Good Manufacturing Practices (GMP), HACCP, VACCP, TACCP, etc.</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Sample pictures of various biological, chemical, and physical hazards, Sample pictures of Contaminants, samples of potential allergens, process flow chart and HACCP plan.	

## Module 12: Follow Preventive Measures to avoid Accidents

### Mapped to FIC/N9903 v 1.0

#### Terminal Outcomes:

- Explain the standard procedure to be followed for dealing with workplace hazards safely
- Describe how to minimize potential risks and accidents at the workplace
- Demonstrate how to train the workforce on accident prevention techniques effectively

Duration: 02:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Define 'hazards' and 'risks'</li> <li>• Discuss the causes of various types of workplace hazards, risks and accidents, preventive measures to be taken as well as the procedures to deal with the same</li> <li>• State the importance of maintaining the equipment effectively</li> <li>• Discuss the standard practices to be followed to control and prevent risks, hazards, and accidents</li> <li>• Discuss the various types of safety signs and their relevance at the workplace</li> <li>• State the significance of displaying the common hazard signages wherever required</li> <li>• Outline the importance of ensuring the availability of general health and safety equipment at all times</li> <li>• Describe the causes of fire, ways to prevent them and rescue techniques to be followed at times of fire at the workplace</li> <li>• Outline the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to use and dispose of relevant personal protective equipment as per tasks and work conditions</li> <li>• Show how to implement organisational safety protocols to prevent accidents and hazards at the workplace</li> <li>• Demonstrate how to use various types of fire extinguishers effectively Dramatize a situation on how to train the workforce on accident prevention techniques (such as role of appropriate PPE; use of fire extinguishers, dealing with hazards; identification of risks that could lead to accidents; safety protocols followed to avoid accidents; role of different types of hazard signs, safe lifting and carrying practices, etc. required at the workplace)</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher, First aid kit, Relevant Standard Operating Procedures and Sample reports	

## Module 13: Manage Workplace Emergencies

*Mapped to FIC/N9903 v 1.0*

### Terminal Outcomes:

- Apply appropriate practices to deal with the emergencies at workplace effectively
- Describe the trainings to be provided for dealing with emergencies at the workplace

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss workplace emergency and evacuation procedures and the importance of following them</li> <li>• Explain the procedure to be followed for administering immediate first aid to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning, etc.</li> <li>• Discuss the procedure to be followed for providing artificial respiration and cardio-pulmonary resuscitation (CPR) to the affected person and highlight its significance</li> <li>• State the impact of health, safety and security breaches on self, team, and work process</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedure to be followed to free a person from electrocution safely</li> <li>• Show how to administer appropriate first aid procedure to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning, etc.</li> <li>• Demonstrate the procedure followed provide artificial respiration and cardio-pulmonary resuscitation (CPR) in various instances (e.g., cardiac arrest)</li> <li>• Roleplay a situation on how to report information such as identified breaches in health, safety and security policies and procedures to the concerned authority accurately</li> <li>• Dramatize a situation on how to train the workforce on emergency procedures (such as safe evacuation; treating a person from electrocution; immediate first aid to be given at times of cuts, bleeding, burns, choking, electric shock, poisoning, etc.; administering artificial respiration and cardio-pulmonary resuscitation (CPR); escalating issues beyond own scope, etc.) to be followed at the workplace</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher, First aid kit, Relevant Standard Operating Procedures and Sample reports	

## Module 14: Manage Infection Control

### Mapped to FIC/N9903 v 1.0

#### Terminal Outcomes:

- Describe the various steps to be followed for managing infections at the workplace
- Perform various tasks to train the workforce on infection control practices effectively

Duration: 04:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the general sources of infections</li> <li>• Discuss the procedures to be followed to tackle infection spread and the importance of carrying out the sanitization of the work area, equipment and related facilities as per standards</li> <li>• Explain various ways to store the sanitization materials appropriately</li> <li>• Discuss various types of potential infections along with the precautionary measures to be taken, and safety protocols to be followed at the workplace</li> <li>• Discuss appropriate actions to be taken during illness to self and others at the workplace</li> <li>• Describe the parameters to be assessed during health and safety audits, their acceptability levels of appropriateness and the procedure to conducting these audits</li> <li>• Discuss various parameters to be assessed and compliance issues to be addressed during the review of SOPs and the ways to improve them as per required quality and safety standards</li> <li>• State the importance of undergoing preventive health check-ups organized by the organisation in compliance with FSSAI guidelines</li> <li>• List various types of documents and records to be maintained in the work process</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate practices to follow and enforce Good Hygiene Practices (GHP) among the team members</li> <li>• Employ appropriate practices to store sanitisation materials effectively</li> <li>• Dramatize a situation to address team issues related to workplace health and safety Roleplay on how to train the workforce on infection control practices to be followed at the workplace</li> </ul>
<b>Classroom Aids:</b>	

Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures

**Tools, Equipment and Other Requirements**

Relevant Standard Operating Procedures and Sample reports



## Module 15: Working Effectively in an Organization

### Mapped to FIC/N9902 v 1.0

#### Terminal Outcomes:

- State the importance of proper communication and teamwork at the workplace
- Roleplay a situation to communicate with others effectively

Duration: 08:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the applicable organisational quality procedures and processes for working effectively in a team</li> <li>• Elucidate the legislations, standards, policies, and procedures followed in the organization relevant to employment, behaviour, harassment, discrimination, and performance conditions</li> <li>• State the importance of well-defined reporting structure in an organisation. List the various types of inter-dependent functions applicable in the job</li> <li>• Discuss the different types of harassment and discrimination based on gender, disability, caste, religion, and culture</li> <li>• List the key factors that aid in prioritising tasks</li> <li>• Discuss the components of effective communication and its importance at the workplace</li> <li>• State the impact of poor communication on the employee, the employer, and the customer</li> <li>• State the importance of teamwork in organizational and individual success.</li> <li>• Discuss the importance of ethics and discipline for professional success</li> <li>• Explain the ways to address grievances appropriately and effectively</li> <li>• Discuss the importance of managing interpersonal conflicts effectively and ways to do so</li> </ul>	<ul style="list-style-type: none"> <li>• Roleplay a situation on how to obtain information, seek clarifications, reciprocate understanding and provide information accurately and clearly</li> <li>• Roleplay a situation on how to use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive while interacting with others</li> <li>• Show how to consult and assist others to maximize effectiveness and efficiency at work</li> <li>• Dramatize a situation to show how to escalate problems and grievances beyond own scope to the concerned authority</li> <li>• Roleplay a situation on how to take appropriate action to resolve conflicts at the workplace</li> <li>• Roleplay a situation on how to report incidents of harassment and discrimination to appropriate authority</li> </ul>

<ul style="list-style-type: none"> <li>• List the different types of disabilities and the challenges faced by persons with disability (PwD)</li> <li>• Discuss the applicable laws, acts and provisions defined for PwD by the statutory bodies</li> <li>• State the importance of gender sensitivity and equality</li> <li>• Discuss the applicable legislations, grievance redressal mechanisms, and penalties against harassment at the workplace</li> <li>• State the importance of transacting with others without personal bias</li> </ul>	
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Nil	

## Module 16: Material Conservation

*Mapped to SGJ/N1702 v 1.0*

### Terminal Outcomes:

- Discuss optimal usage of material including water in various tasks/activities/processes

<b>Duration:</b> 04:00		<b>Duration:</b> 08:00	
<b>Theory – Key Learning Outcomes</b>		<b>Practical – Key Learning Outcomes</b>	
<ul style="list-style-type: none"><li>• List the types of hazards, risks and threats associated with handling different materials</li><li>• Discuss the role of workstation layout, electrical and thermal equipment used in the material conservation</li><li>• Discuss organisational procedures for minimising waste</li><li>• Elucidate practices of efficient and inefficient management and utilization of material and water at the workplace</li><li>• Discuss the ways to manage material and water usage at work effectively</li></ul>		<ul style="list-style-type: none"><li>• Show how to check for spills and leakages in various materials applicable in the job</li><li>• Demonstrate how to plug the spills and leakages appropriately</li><li>• Roleplay a situation on how to escalate any issues related to repair of spills and leakages to the concerned authority effectively</li><li>• Demonstrate the standard practices to be followed for cleaning tools, machines and equipment effectively</li></ul>	
<b>Classroom Aids:</b>			
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook			
<b>Tools, Equipment and Other Requirements</b>			
Materials and tools and equipment used at work			

## Module 17: Energy/Electricity Conservation

*Mapped to SGJ/N1702 v 1.0*

### Terminal Outcomes:

- Discuss optimal usage of energy/electricity

<b>Duration:</b> 04:00		<b>Duration:</b> 08:00	
<b>Theory – Key Learning Outcomes</b>		<b>Practical – Key Learning Outcomes</b>	
<ul style="list-style-type: none"><li>• Define electricity</li><li>• Discuss the basics of electricity</li><li>• List the energy efficient devices that are used in the job</li><li>• Discuss the ways to identify electrical problems that can arise during work</li><li>• Discuss the standard practices to be followed for conserving electricity in the job</li><li>• State the impact of improperly connected electrical equipment and appliances on the tasks being performed</li></ul>		<ul style="list-style-type: none"><li>• Apply suitable techniques to check the equipment/machinery for desired level of functioning</li><li>• Employ appropriate methods to rectify faulty equipment/machinery safely</li><li>• Roleplay a situation on how to report equipment faults and maintenance lapses to the concerned personnel effectively</li></ul>	
<b>Classroom Aids:</b>			
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook			
<b>Tools, Equipment and Other Requirements</b>			
Energy saving devices			

## Module 18: Waste Management/Recycling

### Mapped to SGJ/N1702 v 1.0

#### Terminal Outcomes:

- Discuss the importance of minimal waste generation
- Demonstrate how to dispose waste as per industry approved standards

<b>Duration:</b> 04:00	<b>Duration:</b> 08:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the various types of recyclable, non-recyclable, and hazardous waste</li> <li>• State the significance of different coloured dustbins</li> <li>• List the different types of waste to be segregated</li> <li>• State the importance of waste management</li> <li>• Discuss the standard methods for waste disposal</li> <li>• List the sources of pollution.</li> <li>• Discuss the ways to minimise various types of pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the standard practices to be followed for segregating waste into respective categories</li> <li>• Show how to dispose non-recyclable waste appropriately and safely</li> <li>• Demonstrate the standard practice for depositing recyclable and reusable materials at designated place</li> <li>• Show how to dispose hazardous waste safely and appropriately</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Non-recyclable, recyclable waste bins	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Science	3	Fruits and Vegetables Processing	1	Training individuals on processing of fruits and vegetables	

Trainer Certification	
Domain Certification	Platform Certification
"Artisanal Fruit Wine Maker", "FIC/Q0201, V1.0", Minimum accepted score is 80%	"Trainer", "MEP/Q2601, V1.0" with a scoring of minimum 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Science	3	Fruits and Vegetables Processing	1	Assessing the individuals trained in fruits and vegetables processing	

Assessor Certification	
Domain Certification	Platform Certification
"Artisanal Fruit Wine Maker", "FIC/Q0201, V1.0", Minimum accepted score is 80%	"Assessor", "MEP/Q2701, V1.0" with a scoring of minimum 80%

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

Assessment will be based on the concept of Independent Assessors empanelled with Assessment Agencies, identified, selected, trained and certified on Assessment techniques. These assessors would be aligned to assess as per the laid down criteria.

Assessment Agency would conduct assessment only at the training centres of Training Partner or designated testing centers authorized by FICSI.

Ideally, the assessment will be a continuous process comprising of three distinct steps:

A. Mid- term assessment

B. Term / Final Assessment

Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. Therein each Performance Criteria in the NOS will be assigned marks for theory and / or practical based on relative importance and criticality of function.

This will facilitate preparation of question bank / paper sets for each of the QPs. Each of these papers sets / question bank so created by the Assessment Agency will be validated by the industry subject matter experts through FICSI, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.

The following tools are proposed to be used for final assessment:

- i. Written Test: This will comprise of (i) True / False Statements (ii) Multiple Choice Questions (iii) Matching Type Questions. Online system for this will be preferred.
- ii. Practical Test: This will comprise a test job to be prepared as per project briefing following appropriate working steps, using necessary tools, equipment and instruments. Through observation it will be possible to ascertain candidate's aptitude, attention to details, quality consciousness etc. The end product will be measured against the pre-decided MCQ filled by the Assessor to gauge the level of his skill achievements.
- iii. Structured Interview: This tool will be used to assess the conceptual understanding and the behavioural aspects as regards the job role and the specific task at hand.



## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
TVET	Technical and Vocational Education and Training
SOP	Technical and Vocational Education and Training
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HACCP	Hazard Analysis and Critical Control Points
VACCP	Vulnerability Assessment Critical Control Points
TACCP	Threat Assessment Critical Control Points
FSSAI	Food Safety and Standards Authority of India
FIFO	First In First Out
FEFO	First Expire First Out
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices
CPR	Cardiopulmonary Resuscitation